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17 February 1965

MEMORANDUM FOR: Director of Training

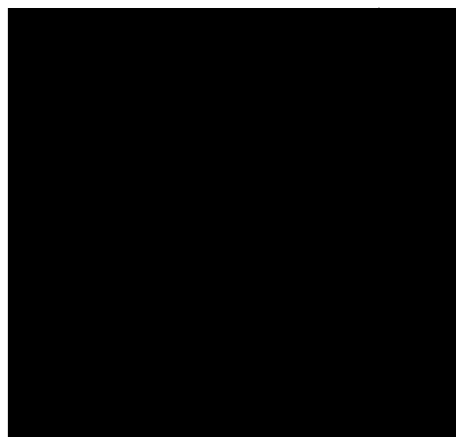
THROUGH : Chief, Operations School

SUBJECT : Course Report - Advanced Operations Seminar  
11 - 22 January 1965

1. The first Advanced Operations Seminar was conducted at Headquarters from 11 - 22 January 1965, on a full-time basis. Although the seminar was originally scheduled to be presented at 1000 Glebe, the WH Division specifically requested to be held in the Headquarters Building. In accordance with the WH request, the first week of the course had to be conducted in the WH Conference Room and the second week in Room 1A-13, neither of which proved completely adequate for this type of course.

2. The class roster is as follows:

25X1A



SOD	GS-14
WH	GS-12
WH	GS-13
WH	GS-11
SOD	GS-12
WH	GS-12
WH	GS-12
WH	GS-12
EE	GS-12
NE	GS-10
WH	GS-14
WH	GS-13
WH	GS-11

3. This seminar was organized and presented based on the specific requirement of the WH Division, which requested that a course be established for middle grade and senior case officers with emphasis on target analysis, agent handling, counterintelligence, operational security and maintenance of records. Since the course was prepared at the instigation of the WH Division, the curriculum and schedule was submitted to [REDACTED] 25X1A

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Chief of Plans, WH Division, for approval.

DOC	2	REV DATE	28 DEC 1981	BY	029725
ORIG COMP		GPI	11	TYPE	01
ORIG CLASS	3	REV CLASS			
JUST	22	NEXT REV	2011	AUTH	HR 10-2

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GROUP 1  
Excluded from automatic  
downgrading and  
declassification

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4. Because of the nature of the course, a substantial number of guest speakers were used. Every effort was made to select participants who were not only recognized as authorities in their fields, but who were also known to be good speakers. In contacting the participants, each was requested orally by the Chief Instructor to keep straight lecturing to a bare minimum, utilizing actual case illustrations and encouraging student discussion. This request was again repeated in the written invitations sent to all speakers along with the schedule. In order to encourage student discussion, particular attention was paid to the classroom seating arrangements so as to simulate the conference atmosphere. A first name relationship was encouraged among all student/speaker participants. During the first three days of the course, individual members of the class were specifically selected to act as "shills" and lead the various discussion periods; however, by the end of the third day, all members of the class were participating so actively that this was no longer necessary.

5. The student reaction to the various presentations was most gratifying. Without exception, they took an active part in every discussion, and several of the speakers commented that this was the most responsive group that they had ever dealt with. In my opinion, this was in great part due to the maturity and experience level of the members of the class, which also contributed to the success of the entire seminar.

6. Students were informed that in effect, this was a "Pilot Course" and that their detailed critiques and comments were very much desired. They were asked to make notes after each lecture, which would be used in the preparation of their final critiques. During breaks and after class the Chief Instructor participated in informal discussions with the students in order to obtain their "off the cuff" opinions regarding the content and conduct of the presentations. Most members of the class took considerable pains to prepare meaningful critiques which could be of use in charting the course of future seminars. A statistical summary of portions of the critiques on which answers were required produced the following results:

- a. Do you feel that the course achieved its stated objectives?  
Yes: 13      No: None
- b. Do you consider the course to be sufficiently comprehensive?  
Yes: 3      Others: In general "yes" but would like treatment of the following additional topics: [REDACTED] 7; TSD, 2; Liaison, 1.
- c. Are there any elements of the course you feel could be eliminated?  
Four of the students felt that the discussion of case study [REDACTED] could have been eliminated (see instructor's comments).  
Two felt the casing study unnecessary.

25X1A

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- d. Do you think there was a sufficient balance between discussion and lecture periods?  
Yes: 8 Too much lecture: 5 Too much discussion: 0
- e. Would you recommend the course to other Agency employees?  
Yes: 13 No: None
- f. Do you think having taken this course will assist you in your work and therefore in your career?  
Yes: 13 No: None

7. In general, the student critiques indicated that they approve both the content and the presentation of the course. Three of the presentations were specifically commented upon unfavorably by several of the students and the undersigned is in agreement with the criticisms. Two of these will be changed, and one will be eliminated.

8. The case history used for discussion on the next to the last day of the course for analysis and practical application of the lessons used during the course was criticized by several of the students. They considered it as run of the mill, and further opined that it left open too many problems of Headquarters/Field relationship, and internal management in general. The undersigned agrees that with an experienced group of case officers, the selection of a suitable case history for discussion becomes more exacting. Unfortunately, although this was recognized in advance of the course, there was no facility existing in OTR for the preparation of suitable case histories, even though the WH Division had offered a case from their operational files which would have been extremely useful. If additional or substitute case histories cannot be identified and processed for profitable discussion by experienced case officers, I plan to eliminate this exercise from the next running of the seminar.

9. Finally, it is interesting to note that all of the students stated that they would recommend that others take the course, and that several commented both in writing and orally that they found the instruction more profitable after their acquisition of substantial field experience. It would appear that an integrated program of on-the-job experience interspersed with formal learning, such as is conducted by certain universities, might be a most useful approach to CIA's training needs.

  
Chief Instructor

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- 3 -

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